

Textbook Alignment to the Utah Core – 9th Grade Language Arts

*This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list
(www.schools.utah.gov/curr/imc/indvendor.html.) Yes x No*

Name of Company and Individual Conducting Alignment: Eisemann Communication, Al Berres

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

☐ On record with the USOE.

☒ The “Credential Sheet” is attached to this alignment.

Instructional Materials Evaluation Criteria (name and grade of the core document used to align): 9th Grade Language Arts Core Curriculum

Title: Elements of Language: Third Course © 2007 ISBN#: SE: H424143; TE: H424275

Publisher: Holt, Rinehart, and Winston

Overall percentage of coverage in the *Student Edition (SE) and Teacher Edition (TE)* of the Utah State Core Curriculum: 100 %

Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: 0 %

STANDARD I: (Reading): Students will use vocabulary development and an understanding of text elements and structures to comprehend literary and informational grade level text.

Percentage of coverage in the *student and teacher edition* for Standard I: 100 %

Percentage of coverage not in student or teacher edition, but covered in the *ancillary material* for Standard I: 0 %

OBJECTIVES & INDICATORS

Coverage in *Student Edition(SE) and Teacher Edition (TE)* (pg #'s, etc.)

Coverage in *Ancillary Material* (titles, pg #'s, etc.)

Not covered in TE, SE or ancillaries ✓

Objective 1.1: (Word Analysis, Vocabulary Development): Determine word meaning through word parts, definitions, and context clues.				
a.	Analyze the meaning of words using knowledge of roots (see chart, Appendix A).	SE/TE: 843-844		
b.	Distinguish between the connotative and denotative meanings of words.	SE/TE: 166, 255, 841-842		
c.	Determine word meaning using sentence structure (e.g., parts of speech, grammatical structures).	SE/TE: 27, 96, 132, 256		
d.	Distinguish between commonly confused words (i.e., accept/except; advise/advice; council/counsel councilor/counselor; principal/principle; peace/piece; than/then; weather/whether; who/which/that; who's/whose).	SE/TE: 746-757		
Objective 1.2: (Comprehension of Informational Text): Comprehend and evaluate informational text (i.e., web pages, newspapers, magazines, encyclopedias, maps, schedules).				
a.	Analyze the purpose of external text features and structures in a variety of informational texts (e.g., textbooks, advertisements, posters, graphs, charts, maps, schedules, product instructions).	SE/TE: 808, 810, 813-818		
b.	Comprehend text using internal text structures and their appropriate cue words and phrases (i.e., cause/effect, problem/solution).	SE/TE: 18-26, 52-59, 88-95, 124-131, 158-165, 196-204, 248-255, 284-291		
c.	Infer meaning from implicit information in text.	SE/TE: 158, 162-163, 167, 834, 870		
d.	Distinguish relevant from merely interesting information.	SE/TE*: 102-103		

Objective 1.3: (Comprehension of Literary Text): Comprehend literature by evaluating the contribution to meaning of several literary elements within a work of literature.				
a.	Describe how conflict, character, and plot work together.	SE/TE: 290, 297		
b.	Explain how character is developed through implication and inference.	SE/TE: 290, 297		
c.	Relate themes in literary works to real-life events.	SE/TE: 291, 297		
d.	Analyze how setting contributes to characterization, plot, or theme.	SE/TE: 290, 297		
e.	Interpret figurative language in literature (i.e., simile, metaphor, personification, hyperbole, and symbolism).	SE/TE: 18, 24, 25, 27, 31, 32, 67, 171, 188, 842		
f.	Identify the speaker in a poetic text.	SE/TE: 171		
STANDARD II: (Writing): Students will write informational and literary text to reflect on and recreate experiences, report observations, and persuade others.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard II: <u>100</u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: <u>0</u> %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 2.1: (Writing to Learn):Compare multiple ideas and perspectives to extend thinking through writing				
a.	Compare/contrast significant or essential ideas, facts, or events.	SE/TE: 98-114, 118-120, 317		
b.	Choose facts, events, or ideas and distinguish their differences or demonstrate their similarities.	SE/TE: 98-114, 118-120, 317		
c.	Compare/contrast connections between texts, between texts and self, and between texts and different world connections.	SE/TE: 118-120, 317		

Objective 2.2: (Extended Writing): Write to persuade others. (Emphasize persuasive compositions. Students should use the entire writing process to produce at least one extended piece per term, not necessarily limited to the type of writing emphasized at individual grade levels.)				
a.	State a thesis that clearly takes a position.	SE/TE: 259-260		
b.	Organize writing effectively using leads, details, transitions, conclusions, personal experience, facts, anecdotes, examples, and paraphrased ideas.	SE/TE: 266-271, 301-305		
c.	Refute counter-arguments by using personal experience, facts, anecdotes, examples and paraphrased ideas.	SE/TE: 261-265, 299-300		
Objective 2.3: (Revision and Editing): Revise and edit to strengthen ideas, organization, voice, word choice, sentence fluency and conventions.				
a.	Evaluate and revise for: <ul style="list-style-type: none"> Ideas: Anticipation of and answers to readers' questions. Organization: Inviting leads and satisfying conclusions. Voice: A variety of voices for different audiences and purposes. Word Choice: Carefully chosen vocabulary to achieve voice and purpose. Sentence Fluency: Varied sentence structure (i.e., include complex and compound sentences). 	SE/TE: 39-42, 72-75, 109-111, 143-146, 182-184, 231-233, 270-272, 306-310		
b.	Edit for: <ul style="list-style-type: none"> Correct grade level spelling. Correct use of commas in introductory phrases and clauses. Correct use of adverbs. Correct use of colons. Correct use of parentheses. Correct capitalization of languages, races, nationalities, religions or sections of the country. 	SE/TE: 43-44, 76-77, 112-114, 147-148, 185-186, 234-236, 273-275, 311-312		

STANDARD III: (Inquiry/Research/Oral Presentation): Students will understand the process of seeking and giving information in conversations, group discussions, written reports, and oral presentations.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard III: <u>100</u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: <u>0</u> %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 3.1: (Processes of Inquiry): Use the process of inquiry to examine multiple points of view.				
a.	Formulate questions to evoke multiple, valid responses from different points of view.	SE/TE: 208-209		
b.	Gather information from multiple sources that reflect varied points of view.	SE/TE: 155, 211-217		
c.	Analyze multiple points of view for credibility.	SE/TE: 211-213, 221		
d.	Use primary and secondary sources.	SE/TE: 121, 155, 211-217, 237		
Objective 3.2: (Written Communication of Inquiry): Write to analyze multiple points of view.				
a.	Select an appropriate format to analyze multiple points of view.	SE/TE: 218-219, 222-230, 235		
b.	Compile and analyze information from multiple points of view.	SE/TE: 155, 216-217, 221		
c.	Report analysis of multiple points of view using paraphrase, summary, and/or quotations.	SE/TE: 155, 216-217		
d.	Use informal and formal citations where appropriate, to support inquiry.	SE/TE: 214-215, 219-220		

Objective 3.3: (Oral Communication of Inquiry): Conduct interviews to support inquiry.				
a.	Determine the purpose for interviews (e.g., to examine perspectives, to acquire information, to clarify understanding, to respond to writing).	SE/TE: 193, 245, 854		
b.	Ask probing questions to seek elaboration and clarification of ideas.	SE/TE: 193, 245, 854		
c.	Make supportive statements to communicate agreement with or acceptance of others' ideas.	SE/TE: 193, 245, 854, 861		
d.	Present interview results.	SE/TE: 193, 245854		